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ABSTRACT

One of a series of four guides developed for use by parents of children enrolled in a Title I reading improvement program, this booklet provides learning activities and suggestions for improving the reading abilities and skills of primary school children. The areas covered are developing the child's interest in reading and encouraging independent reading, supporting reading instruction, and developing oral language, sight vocabulary, the senses, and handwriting. (FL)

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TITLE I

HELPBOOK

Helping Energetic Learning Parents

in

Primary Grades

ED167965

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TABLE OF CONTENTS

Forward

Preface

Introduction 1

Developing Interest in Reading and Fostering Independent Reading 2

The Use of Our Oral Language 5

Developing the Use of Oral Language 6

Supporting Reading Instruction 8

Develop Sight Words 11

Development of the Senses 14

Kucera-Francis Sight Word List 18

The Follow Game 21

Manuscript 22

Forward

Title I is part of a law passed by Congress to provide federal money in school districts with all or some of their buildings eligible because they meet certain economic requirements. The amount of money the school district receives is decided by the number of children from low income families who live there.

Any child in a building that qualifies can be served if the child meets the federal guidelines for his/her grade. The help the children receive from the Title I reading specialist must be extra help. He must continue to get the regular program the school provides all children.

The Congress of the United States mandated that Parent Advisory Councils be formed in every district receiving Title I money. The reason is to insure that the parents would have input into the program's planning and implementation.

Preface

"Reading is Fundamental", a slogan used by the federal government to stress the importance of reading, is certainly true. If your child can read as he matures into an adult, he will be able to choose and have success in many areas. If your child cannot read, his choices will be narrow and his failures will be many.

I am confident that you want the very best for your children. In the area of reading, **you, as parents, can** provide the very best for your children. By following the suggestions in these booklets, being interested in reading yourself, and being interested in your child's reading, you will show that you care enough to do the very best.

Working together your child's reading abilities and skills will improve.

Dr. Bob W. Morris, Supt.
Franklin Area Schools

Introduction

A child's success in reading will depend to a high degree on his/her home experiences. Parents can create an educational experience that is not only fun, but also at a level where the child can feel comfortable and succeed. If parents want their child to learn to ride a bicycle, they go out with the child and teach the child to ride. Why not do the same thing with reading? "Become involved."

The following are suggestions and activities which are concerned with children from kindergarten through third grade. These activities can be played at home, in the car or anywhere. They pass the time and also strengthen skills necessary for beginning reading.

Establish habits of using suggestions as a natural means of communication with the family. Parents should promote reading and arrange for a learning situation.

Developing Interest in Reading and Fostering Independent Reading

1. Talk with and read to your child often. Use short exciting stories.

2. Be alert to the child's interest, likes, dislikes, problems and concerns. Use this information in selecting books for your child.

3. On a family bulletin board put cartoons, short magazine articles, notes and messages you think your child may enjoy.

4. Give your child a subscription to a children's magazine.

5. If your children see the adults in the family reading, they will soon catch the bug and enjoy reading themselves.

6. Regular visits to the library supplement a personal collection.

7. Book clubs are another source of books. The Scholastic Book Club provides a selection of inexpensive paperbacks on a monthly basis.

8. Reading aloud together as a family builds memories and provides enjoyment of literature. Reading should be planned when children are rested and relaxed.

9. Occasionally write a story featuring the adventures of family members in a real or imaginary situation.

10. Listen to your child read to share delight in his or her progress or to enjoy the story.

11. If a child asks a word when reading independently, tell it to him. If the child is not frustrated, you may ask "How does it start?" or "What would make sense?"

12. Books for independent reading should be at a level comfortable for the child. Generally the child should miss no more than one word in twenty.

13. Writing is closely related. Encourage the writing of lists, letters, and greeting cards. If a child asks the spelling of a word, print the word on a piece of paper to be copied. This will provide a visual image and reinforce reading skills.

14. Cooking may provide for independent reading. Children who know how to use kitchen utensils and appliances can follow recipes by themselves.

15. Give your child a place for his/her books.

16. Encourage him to tell you about what he has read.

17. Give books as a gift for birthdays, Christmas, etc.

18. Make your house a house of books. If you always watch TV, your child will pick up your habit.

19. Praise your child's reading. A hug or a kiss could mean a lot.

20. Do not push your child to read. This may make school and reading boring.

21. If a child has a reading assignment, do not use a threat to get him/her to read. A reward would be effective.

The Use of Our Oral Language

Since reading is "talk written down", it would seem highly important to develop oral expression. Communication, whether in simple situations or developed to an advanced degree, is the cornerstone of all human relationships. Like all skills, perfection comes from much training and use. Look for opportunities in the form of games to stimulate your child to take part, think roles, action, SPEAK UP!

Developing the Use of Oral Language

1. Use conversation in the home when your family is gathered together.

2. The child pretends to be a leader and issues orders to members of the family.

3. If you are not at home, you may call your child and let him/her talk. The telephone may be used in the home if two are available. Let your child answer the telephone.

4. Your child hides objects in a bag such as a ball, toothbrush, or book. The child then gives clues about its identity.

5. Explain what you are doing and why with your children. Speak in a pleasant manner.

6. When the child talks, do not interrupt or anticipate what will be said.

7. Do not encourage baby talk. Set standards for speech.

8. Dramatize with the use of dolls, puppets, playstores, etc.

9. Use rhymes, riddles, poems, jokes, and songs as a part of the family's oral tradition.

10. Storytelling - use stories the child is familiar with. You may take turns telling stories.

11. If you have a tape recorder, have your child record a story and listen.

12. Take trips with your child. Talk about plans, discuss what you see, and try to remember past trips.

13. Take any interesting picture from a magazine or book and ask your child to tell what is happening in the picture. He should tell the major details, then fine details, and eventually be able to make up a story.

14. Ask your child what their experiences have been during the day. From telling "small experiences", great conversationalists grow.

15. Any "gimmicks" that encourage children in creative play and dramatic expression should be used. Even the use of a large paper shopping bag placed over the face stimulates an otherwise bashful performer. The child may draw the features of animals or characters and the masked drama is ready.

16. Jokes are loved by everyone. Teach your child a joke and allow him/her to test his/her talents as a comedian.

17. Take a series of pictures from a comic strip. Cut the pictures apart, mix them up, and have your child put the sections back in order and explain what is happening.

18. Have your child act out a fairy tale or a story read at school.

19. You tell a story up to an exciting part. At this point have your child continue with the story. If you have more than one child, have both involved. It is fun to see how imaginative young minds create a story.

Supporting Reading Instruction

The following are suggestions for parents who feel they need to become involved in their child's reading instruction.

1. Put objects in a box (toys, button, pencil, shell, marble, bead, spool, scissors, and so on). Your child reaches in a box, pulls out an object, names the object, and then gives another word that begins with the same sound. Change objects from time to time.

2. What is in the zoo? Ask your child, "What is in the zoo that begins with C?" The child names as many different answers as he/she can. You can change the letter. Use other themes, such as grocery store, hardware store, clothing store, bedroom, or any other place.

3. Consonant Scrapbook - Have your children cut pictures from old magazines that begin with a specified consonant sound. Paste the pictures in a scrapbook.

4. Same Vowel Sound - Say a word with one vowel sound. Each member of your family tries to say a word with the same vowel sound.

5. If you have a small chalkboard, join the "car wash!" Draw an automobile on the board and print the letters of the alphabet all over it. The child finds a letter, says it, gives the sound, then erases it. The object is to wash the car clean. This may also be used for beginning instruction in alphabet recognition and alphabetical order.

6. Make a large half-moon. Print all capital letters of the alphabet on the moon. Cut out 26 small stars. On these print one lowercase letter each. The stars must be matched to the moon.

7. Write several sentences leaving out some letters within the words. Your child must fill in the blanks with the correct letter. The difficulty of the missing sounds should depend on the child's development of letter sounds.

8. Some TV programs such as Sesame Street and The Electric Company are designed to teach related reading skills.

9. Children like to make letters with pipe cleaners, clay, or play dough. Many children in the lower primary grades have not fully developed their fine motor skills. Activities such as this will also develop hand-eye coordination.

10. Children will develop alphabet recognition naturally by searching for letters on signs and license plates or naming letters in alphabet soup, cereal, and cookies. This may be expanded for letter sounds also.

11. Read alternate pages with the practicing reader. This will develop oral reading fluency. Choose simple stories at first. Praise your children when they are trying to attack hard words. When reading yourself, read with expression and change your voice or style with the type of character.

12. When listening to your child read, focus your full attention on the child.

13. Have your child name as many things as you can in your house that begin with consonant pairs, such as bl, pl, cl, sl, gr, pt, cr, tr, st, sw, dr, and sk. Other places may be used as a variation.

14. Make cookies the shape of letters.

Develop Sight Words

Sight words are words that a child can recognize automatically. With some students learning words by sight rather than sounding them out is much more effective. This is especially true with early primary students who have not developed necessary word attack skills.

The following activities are designed to develop sight words in an informal manner.

1. Parents may introduce new words by placing labels on foods, furniture, toys, or clothing. The child shows recognition of small sets of words by placing them by the appropriate objects.

2. New words may be displayed in the child's room on a mobile or placed on cards for use in games such as Concentration, Fish, and Rummy.

3. Searches for new words may be conducted in the newspaper or on billboards viewed from the automobile.

4. Send Away Game - Place several word cards face up on the table or floor. Have your child look at the cards for 30 seconds or so (depending on the number of words used). Have your child cover his eyes. Remove one card and ask "What word did I send away?"

5. Ladder Game - Give your child a pack of word cards and ask him to make a ladder on the floor with the cards he knows. See how long your child can make a ladder.

6. Rhyming Words - Make up poems with words missing to be filled in.

   Once there was a mouse,

   Who lived in a little _____.

   Everyday he said, "Oh, please

   May I have a piece of _____?"

7. Find sentences in old books or make up sentences and blacken or leave out certain words. Ask your child to read a sentence and fill in the blanks using the rest of the sentence to find meaning. This type of activity will also develop comprehension. At first start with very easy sentences.

   John got _____ because it was raining.

   In the game of _____you hit the_____

   with a bat.

8. Write several sentences, as in the example below. The child tries to read them and fill in the blanks.

   T_e boy _ _ s _ired this mo_ _ ing __ecause he

   _ id _ot _ _t enough _leep.

   The difficulty of the sentence depends on the ability of the child. Start with very easy sentences, then slowly make them more difficult.

9. Jar Spin - Put word cards in a jar. Spin the jar on the floor. The person to whom the top of the jar is pointing closest to is it. If only you and your child are playing, be sure to take your turn. You select a card from the jar and read it. If you know the word, you get to keep the card or possibly trade it for a snack or bits of candy.

Development of the Senses

Sound Awarness of the World

1. Blindfold your child as you make different sounds with objects or verbally. Have your child identify whether they are the same, different, and how they are different. Use words with your child such as loud, soft, scratchy, clicking, ringing, chirping and so on.

2. Guess sounds around the house and out doors when you take a walk either through town or the country.

Touch

1. Use objects around the house, yard, playground or anywhere. As your child examines one, ask if it is rough or smooth, hard or soft, etc. After this, blindfold your child and have him/her identify objects through touch.

Smell

1. Objects with distinct odors such as cloves, mint, flowers, onions, apples, bananas are used. Talk about how they smell. Have your child close his/her eyes and identify the objects.

2. Whenever possible, have your child identify incidental smells such as mowed grass, woods, bakery, gasoline, exhaust fumes.

Taste

1. Put small amounts of food in your child's mouth and have him guess what he is tasting.

2. Have taste parties where you bring new and/or old foods to be tasted.

Sight

1. Play follow the leader. The leader must tell what he is doing or show how you go up, walk across. Use words such as on top, inside, outside, in front, and beside.

2. Take a walk in the neighborhood park. As your child plays, have him/her identify what the objects are. This activity may be used in all situations.

REMEMBER

Students learn

20% of what they hear

30% of what they see

50% of what they see and hear

70% of what they say

90% of what they do

GET AS MANY SENSES INVOLVED IN THE LEARNING SITUATION

Your HELP, through all of this, will benefit your child's development. Do you suspect you need more HELP or guidance? Contact the reading specialist at your school. They are eager to HELP!

Name of Title I
Reading Specialist_____

Phone number of school_____

Kucera-Francis Sight Word List

The following words appear in reading all the time and need to be learned and recognized instantly. Have your child read through the list and find out which words he does not know. Print them on index cards and flash them a few at a time until mastered.

a	make	are	man	was
against	me	at	more	well
an	my	be	must	went
another	not	but	new	what
away	number	came	no	who
can	one	course	now	will
come	part	day	on	with
down	said	did	other	world
even	see	do	our	after
few	such	end	out	again
find	the	enough	say	head
for	three	eyes	she	any
go	to	general	so	as
here	two	get	has	being
I	until	good	that	by
in	up	have	there	could
is	we	he	they	every
it	where	high	this	from

Kucera-Francis Sight Word List

knew	you	into	too	going
little	all	last	under	had
look	also	like	untied	something
her	think	less	would	much
him	war	life	year	never
his	were	made	yet	nothing
how	when	many	your	only
however	always	off	about	own
just	around	or	almost	people
know	asked	public	American	same
may	back	right	better	set
night	because	school	called	since
Mrs.	been	should	dur	small
might	before	their	each	state
of	between	these	fact	states
old	both	those	far	still
once	didn't	though	got	thought
over	does	time	years	through
plate	don't	upon	himself	told
put	first	us	home	took
some	found	used	house	used
system	great	very	if	water

Kucera-Francis Sight Word List

take	hand	which	long	way
than	its	while	men	witnout
them	later	why	most	government
then	left	work	Mr.	and

Page 21--The Follow Game: A Read-and-Play-With-Me Story by Shirley Granahan and Page 22--Manuscript Lower-case Letters and Numerals and Manuscript Capital Letters, Handwriting by Parker Zaner Bloser were removed due to copyright restrictions.

The Follow Game

A Read-and-Play-With-Me Story by Shirley Granahan

"Please, Mother," said Sandy and Andy Raccoon, "please play The Follow Game. Please?"

Mother Raccoon smiled and put down her newspaper. "All right," she said, "but just for a little while.

Now when I count to two,
Here's what you should do."

Then Mother told Sandy and Andy to go to the kitchen, get a paper cup, come back to the living room, jump three times, and sit down on the sofa.

"Ready?" asked Mrs. Raccoon. "One, two!"

Sandy and Andy went to the kitchen as quickly as they could. They just loved this game! It was such fun to see how many directions they could follow without forgetting.

The two little raccoons raced back into the living room, jumped three times, and plopped on the sofa.

"Good for you," said Mother. "You didn't forget anything! You are both good listeners and direction followers."

"Hurrah!" cried the little raccoons. "One more time, Mommy, please?"

Mother looked at the two eager little raccoons. She knew how they loved to play the game. *Oh, well,* she said to herself, *I can finish my paper later.*

"I'll make this one harder than the last," said Mother with a smile. "You **really** have to listen.

Now when I count to two,
Here's what you should do."

Mother told Sandy and Andy to count to ten, clap their hands four times, walk to the front door, knock on the door three times, go to the bookcase and get a book, skip back over to her, and hop five times.

"Whew! That's a lot to remember!" said Andy.

"Yes, an awful lot to remember," Sandy agreed.

"Oh, do you want to stop now?" asked Mother.

"No, no!" the little raccoons cried. "No, we want to play. It may be hard, but we'll try."

"All right, ready?" asked Mother. "One, two!"

Andy and Sandy raced to follow the directions their mother had given. They thought carefully as they counted, clapped, walked, knocked, skipped, and hopped their way through the list of directions.

Finally Andy and Sandy stood before their mother. "We did it!" they shouted with pride. "We did it!"

"Very good! That was the best direction-following I ever saw!" said Mother. "I'm so very proud of you both. Maybe we'll play the game again very soon. But now let's all have some cookies to eat."

"Wait, Mommy," cried Sandy and Andy. "Now it's *your* turn to play The Follow Game!"

"Me?" asked Mother. "You mean you want *me* to follow directions that you give? Why that sounds like fun!"

"OK, Mommy," said the two little raccoons.

"Now when we count to two,
Here's what you should do!"

Sandy and Andy told their mother to sit in her chair and count to 25, get up and walk to the window by the front door, look out the window until she saw a bird fly by, clap her hands three times, walk to the closet in the hall, close her eyes, and open the door.

"That's a long list!" said Mother. "Can you repeat the directions again? Remember, I haven't been a listener before, just a direction giver!"

Andy and Sandy laughed and laughed. Then they slowly repeated the directions for their mother.

"Are you ready?" asked Andy.

"Get set," said Sandy, "'cause when we count to two, you know what to do!"

"One, two!" shouted the little raccoons.

Mother sat in her chair and began to count. Andy and Sandy crept quietly away. Mother didn't notice because she was busy trying to remember and follow the directions.

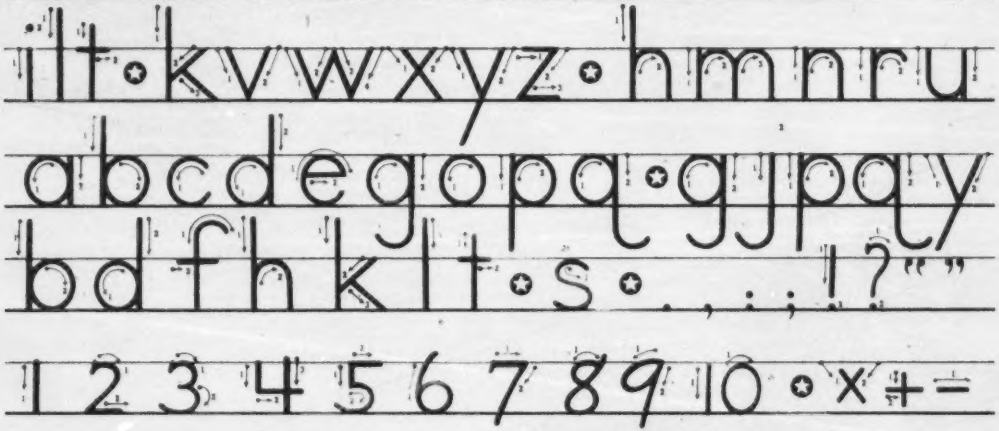
At last Mother walked down the hall toward the closet. She stood in front of the door, closed her eyes, and reached for the doorknob. Slowly she pulled the door open.

"Surprise! Happy birthday!" shouted two very small and happy raccoons.

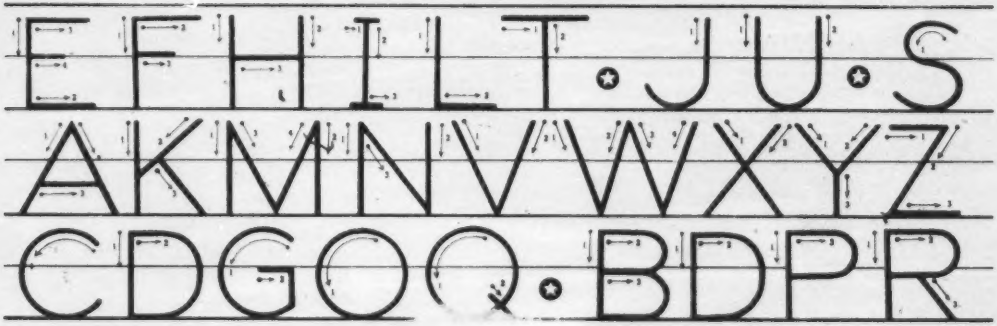
Mother opened her eyes. She saw Sandy and Andy with a large box in their hands. The little raccoons gave Mother her present. Then they put their arms around their surprised and happy mother.

"Now when we count to two, you know what we'll do?" sang the two little raccoons. "We'll give you a big-g-g birthday hug!" And they did!

Manuscript Lower-case Letters and Numerals



Manuscript Capital Letters



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